

## EARLY CHILDHOOD EDUCATION CAREERS I

### COURSE DESCRIPTION

Early Childhood Education Careers I prepares students for gainful employment and/or entry into post-secondary education. Content provides students a foundation in the concepts of child development theory and affords them the opportunity to integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences offer school-based and/or work-based learning opportunities.

**Pre-requisite:** None

**Recommended Credits:** 1-2

**Recommended Grade Levels:** 10-12

**Note (1):** Students should spend a minimum of 20% and a maximum of 30% of instructional time in laboratory experiences.

**Note (2):** Early childhood education programs, including teen learning centers, laboratory nursery schools, etc., must operate within the standards and guidelines of the Tennessee Department of Education and other agencies governing the industry.

**Note (3):** Learning expectations to be completed for one credit are identified with one asterisk (\*), and those to be completed for two credits are identified with two asterisks (\*\*).



<b>EARLY CHILDHOOD EDUCATION CAREERS I STANDARDS</b>
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- 1.0 Students will evaluate leadership, citizenship, and teamwork skills required for success in the school, community, and early childhood education industry.
- 2.0 Students will analyze career opportunities and identify personal traits and skills needed within the early childhood education industry.
- 3.0 Students will examine the purposes and types of early childhood education programs and the criteria for determining program quality.
- 4.0 Students will describe the areas and characteristics of child development.
- 5.0 Students will demonstrate a safe and healthy learning environment for children.
- 6.0 Students will demonstrate appropriate child guidance and behavior management techniques.

## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 1.0**

Students will evaluate leadership, citizenship, and teamwork skills required for success in the school, community, and early childhood education industry.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Assess personal leadership potential.\*
- 1.2 Evaluate leadership styles used by various individuals in society.\*
- 1.3 Participate in Family, Career and Community Leaders of America (FCCLA) as an integral part of classroom instruction. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1 Creates a leadership inventory and uses it to conduct a personal assessment.
- 1.2 Compares leadership styles and influences.
- 1.3A Relates the creed, purposes, motto and emblems of Family, Career and Community Leaders of America to personal and professional growth.
- 1.3B Uses the Family, Career, and Community Leaders of America planning process to plan and implement class and FCCLA activities.

### **SAMPLE PERFORMANCE TASKS**

- Generate a list of personal leadership strengths and weaknesses.
- Participate in various FCCLA programs and/or competitive events, such as Focus on Children, Families First, FACTS, and/or Power of One.
- Use the Family, Career and Community Leaders of America (FCCLA) planning process to select, implement and evaluate an activity within the school, community and/or workplace.
- Develop an annual chapter program of work for Family, Career and Community Leaders of America
- Prepare a meeting agenda.

### **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credentials Competency Goals IV, V, VI, Family, Career and Community Leaders of America, Power of One Manual, Career Connection Manual, Communication and Writing Skills, SCANS (Secretary's Commission on Achieving Necessary Skills), Service Learning, Leaders at Work (FCCLA), Dynamic Leadership (FCCLA), Team Building Skills, Sociology, Psychology, Critical Thinking Skills, To Guide You in Family, Career and Community Leaders of America, FCCLA STAR Events Manual



## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 2.0**

Students will analyze career opportunities and identify personal traits and skills needed within the early childhood education industry.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Examine the field of family and consumer sciences and its relationship to early childhood education. \*
- 2.2 Assess personal traits and skills necessary for success in the field of early childhood education. \*
- 2.3 Examine educational prerequisites, training requirements, and opportunities for career paths in early childhood education, services, and commercial industry.\*

### **PERFORMANCE STANDARDS**

The student:

- 2.1 Recognizes the role and major content of family and consumer sciences education.
- 2.2A Performs a self-evaluation with regard to personal traits required for career success in early childhood education.
- 2.2B Employs appropriate decision-making and resource management skills.
- 2.2C Demonstrates appropriate grooming habits and selection of suitable attire for different roles in early childhood education.
- 2.3 Compares career plans for various career paths in the field of early childhood education.

### **SAMPLE PERFORMANCE TASKS**

- Create a collage using newspaper articles and headlines to illustrate the importance of family and consumer sciences to society.
- Use a checklist to rate self with regard to personal traits needed in early childhood education and write a narrative explaining responses.
- Apply the decision-making model to career decisions in early childhood education.
- Read a case study about early childhood classroom management and critique it with regard to appropriate time management skills.
- Design a poster outlining educational and training requirements, ranging from a high school diploma to a variety of postsecondary levels.
- Role-play appropriate and inappropriate dress and grooming for early childhood education settings.
- Use technology to identify and explore possible job opportunities in the field of early childhood education.
- Write a report about a specific early childhood career.

## **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credentials Competency Goal VI, TECTA, Research and Writing Skills, Applied Communications, Computer Skills, Language Arts, Two and Four Year Colleges and Universities, Technology and Career Centers, Guidance, Family and Consumer Sciences, Department of Human Services, Public Library, NAEYC, One-Stop Career Centers, *The Source*, Tennessee Department of Labor and Workforce Development, Occupational Outlook Handbook, Tennessee Career Information Delivery System (TCIDS), Guidance Counselors, Early Childhood Education Professionals

## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 3.0**

Students will examine the purposes and types of early childhood education programs and the criteria for determining program quality.

### **LEARNING EXPECTATIONS**

The student will:

- 3.1 Recognize the purposes of early childhood education programs and how they interface with families and society. \*
- 3.2 Differentiate the types of child care services and programs. \*
- 3.3 Assess the elements necessary for a quality early childhood education program. \*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1 Identifies purposes of early childhood education programs and explains how these impact and are impacted by the family and society.
- 3.2A Categorizes various types of child care programs with regard to the type of services (custodial, developmental, or comprehensive) provided.
- 3.2B Appraises the needs of a child and family and selects an appropriate child care program to meet those needs.
- 3.3 Prepares a comprehensive checklist for determining quality child care programs that meet and exceed Department of Human Services and/or Department of Education licensure standards.

### **SAMPLE PERFORMANCE TASKS**

- Interview parents of children of varying ages with regard to their need for early childhood education and graph responses.
- Given a description of various child care programs, classify the type of child care service into which programs fall.
- Participate in a cooperative learning activity to research a type of child care program and develop an oral presentation about it.
- Develop a pamphlet for use by parents seeking to place their child in a quality family day care home.

### **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credential Competency Goal V, Tennessee Early Childhood Training Alliance (TECTA), National Association for the Education of Young

Children (NAEYC) Standards, Tennessee Department of Human Services Licensing Standards,  
Tennessee Department of Education Child Care Standards, Early Childhood Education Providers



## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 4.0**

Students will describe the areas and characteristics of child development.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Differentiate between hereditary and environmental influences on development. \*
- 4.2 Describe the ages and stages of child development. \*
- 4.3 Classify behaviors or events with regard to the appropriate area of child development. \*
- 4.4 Analyze the relationship between play and child development. \*
- 4.5 Plan appropriate teaching strategies to promote children's growth and development. \*\*
- 4.6 Record assessments of children's development using a variety of observational techniques. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1 Profiles characteristics (learning styles, culture, society, family, community, etc.) which affect children's development.
- 4.2 Explains the differences between each age and stage of development.
- 4.3 Analyzes a case study to correctly identify areas of child development.
- 4.4A Evaluates the importance of play with regard to physical, mental, social, and emotional development.
- 4.4B Relates the stages of play to the stages of development.
- 4.4C Demonstrates the appropriate adult role in play, including the selection of toys and equipment.
- 4.5 Selects and utilizes developmentally appropriate practices that meet the needs of children.
- 4.6 Uses a variety of observational methods to record children's developmental growth.

### **SAMPLE PERFORMANCE TASKS**

- Debate whether hereditary or environmental influences have a greater impact on a child's development.
- Research and report on a specific area of child development.
- Write observations describing children's behavior.
- Use curriculum resources to plan developmentally appropriate activities for early childhood.
- Develop a list of toys that would be developmentally appropriate for each type of play and identify the stage of development when a child would use the toy.
- Chart the developmental sequence of children's physical, social, emotional, and cognitive development.

## **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credentials Competency Goals II, III, and V, National Association for the Education of Young Children (NAEYC), American Academy of Pediatrics, Local Physicians, Health Department, Tennessee Early Childhood Training Alliance (TECTA), School Nurse, Developmentally Appropriate Practice Book – NAEYC, Brain Development Research, Psychology, Family and Consumer Sciences Child Development

## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 5.0**

Students will demonstrate a safe and healthy learning environment for children.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Assume responsibility for maintaining a safe and healthy learning environment. \*
- 5.2 Implement Occupational Safety and Health Administration (OSHA) and Standard Precaution guidelines to prevent illness and communicable diseases. \*
- 5.3 Demonstrate emergency and security procedures. \*
- 5.4 Implement strategies to teach children health, safety, nutrition, and sanitation habits. \*\*
- 5.5 Plan, prepare, and serve safe and healthy meals and/or snacks. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1 Establishes and maintains a safe and healthy learning environment following guidelines of the Tennessee Department of Human Services and/or Tennessee Department of Education licensing standards.
- 5.2A Demonstrates methods for protection against blood borne pathogens.
- 5.2B Identifies symptoms of childhood illness and communicable diseases.
- 5.3A Practices emergency procedures for fire, tornado, hurricane and earthquake.
- 5.3B Analyzes agency policies designed to protect children from harm by others.
- 5.4 Creates developmentally appropriate routines, instructional aids, and lesson plans to teach children proper safety, health, and sanitation habits.
- 5.5 Selects, prepares, and serves snacks/meals to meet rules, regulations, and standards of the Tennessee Department of Health.

### **SAMPLE PERFORMANCE TASKS**

- Conduct a safety/sanitation self-inspection and identify modifications necessary for compliance with rules, regulations, and standards.
- Use guidelines, laws, and evaluation tools to reduce and prevent accidents in a child care center or during transportation.
- Demonstrate proper technique for handwashing.
- Research and report on a childhood illness or communicable disease.
- Conduct a microbiology experiment cultivating everyday contaminants that can be controlled by proper handwashing and sanitation.

- Role-play the procedures during medical, fire, or weather-related emergencies.
- Prepare a lesson plan that teaches a specific health/safety habit to young children (i.e., hand-washing, teeth-brushing, seatbelt safety).
- Plan a nutritionally sound snack menu for preschoolers for one week.

### **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credentials Competency Goal I, Tennessee Early Childhood Training Alliance (TECTA), Family and Consumer Sciences Nutrition and Foods, Wellness, Health, Tennessee Department of Human Services, Tennessee Department of Human Services Licensing Standards, American Red Cross, American Heart Association, United States Department of Agriculture (USDA), Occupational Safety and Health Administration (OSHA), Health Department, UT Agriculture Extension Services, American Academy of Pediatrics, Consumer Product and Safety Commission, School Nurse, Center for Disease Control, Biology, Health Science Education

## **EARLY CHILDHOOD EDUCATION CAREERS LEVEL I**

### **STANDARD 6.0**

Students will demonstrate appropriate child guidance and behavior management techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Examine factors affecting behavior of children. \*
- 6.2 Distinguish between guidance, discipline, and punishment. \*
- 6.3 Establish developmentally appropriate guidelines for behavior. \*
- 6.4 Employ principles of child guidance and behavior. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 6.1A Relates a child's age and stage of development and environment to his or her behavior.
- 6.1B Assesses misbehavior of a child to determine his or her goal.
- 6.2A Discusses the relationship between guidance, discipline, and punishment.
- 6.2B Identifies the positive effects of appropriate guidance on children's behavior.
- 6.3A Formulates a set of classroom rules and a facility policy with regard to guidance and discipline.
- 6.3B Identifies and develops appropriate activities to help children learn interpersonal skills.
- 6.4 Demonstrates positive classroom management and child guidance methods.

### **SAMPLE PERFORMANCE TASKS**

- Analyze case studies with regard to influences on child behavior.
- Develop a classroom rules poster.
- Role play appropriate child guidance techniques.
- Create parent handbooks and newsletters presenting the facility's guidance and discipline policy.
- Use problem-solving steps to help children resolve conflicts.
- Select books, music, puppetry, and games to help children learn interpersonal skills.
- Use positive body language and verbal communication when speaking to children.

### **INTEGRATION/LINKAGES**

CDA (Child Development Associate) Credentials Competency Goals II, III, IV, and V TECTA, Interpersonal Communications, Written and Verbal Communication Skills, Conflict Management, English/Language Arts, Family, Career and Community Leaders of America (FCCCLA), Psychology, Family and Consumer Sciences Interpersonal Communications